



**CHARTING THE COURSE TOWARDS
PERMANENCY
FOR CHILDREN IN PENNSYLVANIA:
A Knowledge and Skills-Based Curriculum**

**MODULE ONE (1)
INTRODUCTION TO PENNSYLVANIA'S
CHILD WELFARE SYSTEM**

Standard Curriculum

**Developed by:
The Pennsylvania Child Welfare
Training Program**

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Module 1: Introduction to Pennsylvania's Child Welfare System

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Module 1: Introduction to Pennsylvania's Child Welfare System

Agenda for a One-Day Workshop on Module 1: Introduction to Pennsylvania's Child Welfare System

Estimated Time	Content	Page
2 hour	Section I: Introduction	3
3 hour	Section II: The Pennsylvania Child Welfare System: Key Legal and Regulatory Practice Guidelines	13
30 minutes	Section III: Introduction to Casework Intervention	34
30 minutes	Section IV: Transferring Skills to Practice	37

Module 1: Introduction to Pennsylvania's Child Welfare System

Section I: Introduction

Estimated Length of Time:

1 hour 45 minutes

Learning Objectives:

Participants will be able to:

- ✓ Recognize the competencies and learning objectives for this workshop
- ✓ Recognize the entire 120 hours of casework certification training for Charting the Course
- ✓ Recognize the different training components offered by the Pennsylvania Child Welfare Training Program

Methods of Presentation:

Individual Activity, Lecture, Large Group Activity, Video, Large Group Discussion

Materials Needed:

- ✓ Name Tents
- ✓ Masking tape
- ✓ Colored markers
- ✓ 2 Flip chart stands
- ✓ 2 Blank flip chart pads
- ✓ Overhead Projector and Screen
- ✓ TV/VCR/DVD player
- ✓ **Reference books: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** (1 for each participant to use during the training. ***NOTE: These are to stay in the training room.*)
- ✓ **CDs of: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** (One for each participant. ***NOTE: These are for participants to take home with them.*)
- ✓ **Overhead #1 (Learning Objectives)**
- ✓ **Overhead #2 (Agenda for Module 1)**
- ✓ **Handout #1 (Introduction Bingo)**
- ✓ **Handout #2 (Learning Objectives and Competencies)**
- ✓ **Handout #3 (Agenda for Module 1)**
- ✓ **Handout #4 (The Pennsylvania Child Welfare Training Program)**
- ✓ **Handout #5 (Caseworker Certification Training Outline)**
- ✓ **Handout #6 (The Learning Contract)**
- ✓ **Handout #7 (Phases of Casework Practice: Navigational Guide)**
- ✓ **Video: You Make a Difference**

Outline of Presentation:

- Prepare the training room
- Welcome trainees to Charting the Course for Children in Pennsylvania
- Introduce himself/herself to the group

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- Facilitate the Bingo Game Activity
- Facilitate trainee introductions
- Review the learning objectives for the session using **Overhead #1 (Learning Objectives)** and **Handout #2 (Learning Objectives and Competencies)**
- Show the **Video: You Make a Difference** and lead discussion on the importance of child welfare work
- Offer overview of the Training Program
- Encourage participants to take risks that will help them to learn and try out new skills in the safety of the classroom
- Review the 20 day curriculum
- Discuss the learning contract and explain parallel process
- Explain the casework process/Navigational Guide

Section I: Introduction

Trainer Note: Prepare the training room in advance by placing name tents, markers, and handout packets at each table. As trainees arrive, greet each one.

Step 1: (10 minutes)

Individual Activity

As trainees arrive, give them **Handout #1 (Introduction Bingo)**. Explain the Bingo Game by encouraging trainees to circulate around the room and meet the other trainees by learning who matches the criteria within the bingo squares. The individual who qualifies for a particular square should sign his/her name in the appropriate box. The object of the game is to be the first to achieve Bingo (i.e. have a complete row, column, diagonal, four corners, or a full card.) Whoever calls out Bingo by completing the appropriate squares, wins. Each trainee may sign only one square on his/her own card, and a maximum of two squares on other participants' cards.

Trainer Note: The trainer may give a small token or prize to the first participants to have a complete row, column, diagonal, four corners, or a full card (5 winners) or a small prize or token only for the winner of a coverall. If time allows, the trainer may use the information on the BINGO card to identify and discuss who is in the training room and what experiences they may have had.

Step 2: (20 minutes)

Lecture, Large Group Activity

Trainer Note: Promptly start the training session at 9:00 AM. By doing so, the trainer is establishing the training rule culture of interaction with others – the bingo game and being on time. Later in this section, you will impart other important guidelines to be followed throughout the 120 hours of training.

Start the training session by covering the following points:

Welcome trainees to the training by introducing yourself.

Inform trainees that since they will be spending 120 hours together, it is important to establish a training room “culture.” The training room culture consists of guidelines that guide trainees’ behaviors and actions during the training.

First, explain it is important that trainees know each other.

Guide participants through the completion of their name tents, asking them to add this supplemental information in the four corners of their Name Tent. The trainer instructs participants to write the county in which they work in the top left corner of the name tent, their position in the agency in the top right corner, the length of time in their position in the bottom left corner, and one or two guidelines that make training effective for them in

the bottom right corner. The trainer could have prepared his/her name tent to use as a model or print these items on a flipchart page to illustrate how to do it.

Using a flip chart, show trainees how to complete their own name tent.

County	Unit/Department
Length of time in position	One or two guidelines that make(s) training effective for them

When the name tent is complete, ask trainees to interview the person next to them and find out who they are, what county and how long have they been at Children and Youth, and what unit they work in. Tell trainees they will introduce their partner. Give each pair 3 minutes to conduct their interviews. Take the time for each person to introduce his/her partner, as this is the beginning of building relationships in the training cohort.

Ask the trainees to introduce each other to the group.

Trainer Note: the training room guidelines should be on a prepared flip chart

After all trainees are introduced, review the Pennsylvania Child Welfare Training Program guidelines:

- Be on time
- 15 minute rule
- Training Schedule – 9:00 to 4:00 with Breaks
- Document your presence - sign-in sheet

In addition, the trainer should note these guidelines for effective learning:

- Provide Constructive and Motivational Feedback
- Respect for others
- Risk-Taking
- Practice Makes Permanent
- Focus on Learning - No cell phones & only contact office in emergencies, no side-bar discussion/conversation

Step 3: (5 minutes)

Lecture

Using **Handout #2 (Learning Objectives and Competencies)** and **Overhead #1 (Learning Objectives)**, describe how the learning objectives will be accomplished by reviewing **Overhead #2 (Agenda for Module 1)** and **Handout #3 (Agenda for Module 1)**.

Step 4: (30 minutes)
Video Presentation

Explain to trainees how valuable and critical the work they do as Child Welfare Professionals is to the safety, permanency, and well-being of children in the community. Discuss the complexities of working with children who are abused and neglected; how emotionally draining it could be to work with such families and the importance of their commitment to Pennsylvania's mission and goal of assuring safety, permanency, and well-being of children in the child welfare system. Explain that it requires effectively engaging families in the casework process and using community-based resources to achieve positive outcomes for the children and families. Describe the video trainees are about to see – Child Welfare Professionals, service providers and former clients reflecting on their experiences. Show the **Video: You Make a Difference**. Following the video, list the following questions on a flip chart. After the video, ask the participants to pair up and discuss the following questions: give them about 5-8 minutes

1. What brought you to the field of child welfare?
2. What difference do you expect to make?
3. What strengths do you feel you bring to the job?
4. What do you see as obstacles to making a difference? What strengths do you bring to overcome those obstacles?

Briefly, about 5-8 minutes, generate a large group discussion on the questions.

Provide closing comments, stating that Child Welfare Professionals must ensure they have the knowledge and skills they need to work effectively with children and families in the child welfare system.

The 120 hours of Charting the Course curriculum provide the basic knowledge and skills Child Welfare Professionals need to be effective professionals. Trainees are also responsible for seeking advanced specialized and related training to further their knowledge and casework skills, and for making the commitment to learn and grow throughout their child welfare career.

Step 5: (5 minutes)
Lecture

Briefly discuss the following: The Pennsylvania Child Welfare Training Program is a collaborative partnership of the Pennsylvania Children and Youth Administrators, Department of Public Welfare Office of Children, Youth and Families, and the University of Pittsburgh.

- The vision for The Pennsylvania Child Welfare Training Program is safety, permanence, and well-being for children and youth, families and communities supported by the work of competent, committed, and confident professionals.
- The mission of The Pennsylvania Child Welfare Training Program is to train and provide technical assistance to those working in the child welfare system and to

support those working with us to help families and communities safely parent children and youth.

Step 6: (5 minutes)

Lecture

Refer trainees to **Handout #4 (The Pennsylvania Child Welfare Training Program)** and briefly review the vision and mission of the Child Welfare Training Program.

Briefly review the following: The Training Program is guided by the following beliefs, values, and principles, (consistent with the beliefs, values, and principles of casework intervention) and strives to demonstrate them in practice:

- Each person and family has strengths and resources, which should be maximized in our work with them. We respect each person's connections to his/her family and community.
- All people deserve respect as individuals and are valued as part of the human family. Each person's unique blend of culture is valued and included in our work.
- The people who do the work in our communities to assure the safety and well-being of children, youth, and families demonstrate their status as professionals and deserve to be respected and paid at a professional level.
- Our learners are adults who need learning opportunities that are solution-focused, timed to their needs, built on their life experiences, and mesh with their self-concept. (*Malcolm Knowles*)
- The Pennsylvania Standards for Child Welfare Practice inform our work, including the development of curricula, provision of training, and the transfer of learning into practice in order to achieve mission-critical outcomes.
- We are committed to using practitioners throughout the training process, including curriculum development and review, as well as training.
- We value all team members, including our trainers, and recognize their contributions to the history and future success of the Program.

These beliefs and practices will be reinforced throughout the training. They are the foundation of our work.




Step 7: (5 minutes)

Lecture

Briefly cover the following points:

The Child Welfare Training Program offers different levels of trainings for Child Welfare Professionals. The array of trainings are designed to meet participant's individual needs and are based on the participant's skill and knowledge level. The following is a brief description of the various levels of training offered by the Child Welfare Training Program:

- **Charting the Course Training for Child Welfare Professionals:**
Charting the Course is designed to provide Child Welfare Professionals new to the field with the require attitude, knowledge, and skills necessary to provide quality services related to the protection of abused and neglected children and the stabilization of families.

Charting the Course, a skill based revision of traditional CORE Training, focuses more on skill development than traditional CORE. Additionally, trainees remain with the same cohort of trainees for the duration of the training and have transfer of learning assignments to perform after each Module of Charting the Course. After each module, participants will complete a self-assessment and the  review it with their supervisor. At the completion of your 120 hours of training, the trainee and their supervisor will determine what training they need to attend in the future.

- **On-going Training for Child Welfare Professionals:**
The Training Program offers specialized and related training to address knowledge and skill areas specific to Child Welfare practice in Pennsylvania. The Training Program produces a quarterly calendar listing training available throughout the state.

Specialized and Related trainings are offered in several topic areas such as:

- Sexual Abuse
- Drug/Alcohol
- Child/Adolescent Mental Health
- Domestic Violence
- Kinship
- Visitation
- Adult Mental Health
- Engaging Fathers
- Working with Schools

Trainer Note: Trainer should advise participants that they will be completing a Professional Development Plan at the end of Charting the Course which will help to identify their future training needs.

- **The Supervisor Training Series (STS):**
The STS is designed to provide children and youth supervisors and managers with the fundamental attitudes, knowledge, and skills necessary to supervise services to children and their families. The STS consists of 60 hours of training. In order to maximize learning and support transfer we encourage trainees to attend the STS in sequence with a cohort group.
- **Leadership Academy:**
Children and Youth Service Administrators receive training workshops based on their identified needs. The Pennsylvania Child Welfare Training program offers training and professional development throughout the professional career of Child Welfare Professionals.

Step 8: (5 minutes)

Explain that The Pennsylvania Child Welfare Training Program workshops are designed to give new workers the opportunity to take risks and practice new skills. Stress that training is an opportunity for feedback on skill development from experienced trainers and fellow trainees in the training session. Ask for one person in each group (each table) to be willing to take the first risk of the training session by standing up. After someone from each table has stood up, thank him/her for being willing to take the first risk and encourage a round of applause for the individuals standing. Explain that their task is to gently place a hand on the shoulder of the individual to the left or the right of them. Ask the person who has been touched to stand up and the volunteer can take his/her seat. Explain that the individual standing will be the group leader for the first activity. Explain that their task as group leaders is a simple one. Instruct them to count the number of trainees at their table, and then come to the table in the front of the room and obtain one **Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** for each participant and one **CD entitled: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania** for each participant. (Note that the actual reference books are to be kept in the training room, but the CDs copies are for the participants to take home with them.) The “volunteer” should take these reference materials back to their tables for participants.

Step 9: (5 minutes)

Lecture

Explain to the trainees the many opportunities they will have to acquire knowledge and practice casework skills. Explain how each skill will be explained, demonstrated, practiced, and discussed, including feedback from both the trainers and their peers on their skill development, observed during practice sessions.

During this curriculum, trainees will:

- learn foundation level knowledge and skills allowing time for practicing the skills in the classroom;
- use embedded evaluation to see what skills are being learned;
- complete pre/post work to support transfer of learning.

Refer trainees to **Handout #5 (Caseworker Certification Training Outline)** 120-hour training session “Charting the Course towards Permanency for Children in Pennsylvania: A Knowledge and Skills-Based Approach to the Casework Process,” and go over the 20-day agenda.

Advise participants that there will be many opportunities to acquire knowledge and practice skills. Throughout the training, the trainer will explain and demonstrate skills, while trainees will have the opportunity to practice the skills and receive feedback from both the trainers and their peers on their skills development.

Step 10: (10 minutes)

Lecture

Refer trainees to **Handout #6 (The Learning Contract)**.

Explain the parallel process, sharing that just as trainees will engage families in a partnership of creating the Family Service Plan (FSP), this learning contract represents a kind of contract—between them and the Training Program, the trainer, their agencies, and their peer trainees. Allow sufficient time for trainees to review and discuss the contract, as well as the signing of the contracts.

Step 11: (5 minutes)

Lecture

Refer trainees to **Handout #7 (Phases of Case Work Practice: Navigational Guide)** and provide the following explanation:

- The Navigational Guide is a flow chart representing the typical phases of a Child Welfare case with the decisions and steps involved in casework practice.
- The purpose of the Navigational Guide is to provide a context and visual orientation to help trainees understand casework process more clearly.
- The 120-hour Charting the Course training sessions follow the life of a case represented in the Navigational Guide, as much as possible.
 - Certain steps, such as the placement of a child in substitute care because of safety concerns, may occur at any time in the life of a case, yet this situation is presented as a step that occurs after assessment and case planning.

Review the steps on **Handout #7 (Phases of Case Work Practice: Navigational Guide)** briefly with participants. Briefly explain the casework process as diagrammed on the navigational chart. Note that squares indicate a step to be completed and a diamond indicates a decision to be made. Tell participants that they will be referring to the navigational chart many times throughout Charting the Course and each step will be thoroughly detailed during the appropriate Module of Charting the Course.

Trainer Note: The trainer needs to emphasize that although trainees may not be performing certain casework tasks as a part of their job, it is important to understand how different agency service components function and interact with each other to provide services to the children and families in the child welfare system. It is also important to emphasize that although the organization of service functions may vary from county to county, each component's focus is safety, permanency, and well-being for children.

Trainer Note: This might be a good time for a break (15 minutes): Trainer will be available for questions along with the resource table for participants to browse.

Module 1: Introduction to Pennsylvania's Child Welfare System

Section II: The Pennsylvania Child Welfare System: Key Legal and Regulatory Practice Guidelines

Estimated Length of Time:

3 hours

Learning Objectives:

Participants will be able to:

- ✓ Identify the federal and state laws that govern Child Welfare Practice in Pennsylvania
- ✓ Recognize the terms safety, permanency, timeliness and well-being as they apply to The Adoption and Safe Families Act
- ✓ Recognize the design and usefulness of The Pennsylvania Standards for Child Welfare Practice

Methods of Presentation:

Lecture, Large group discussions, Small and large group activities

Materials Needed:

- ✓ Masking tape
- ✓ Colored markers
- ✓ 2 Flip chart stands
- ✓ 2 Blank flip chart pads
- ✓ Overhead Projector and Screen
- ✓ Reference books: Reference Book for Charting the Course towards Permanency for Children in Pennsylvania (1 for each participant to use during the training. NOTE: These are to stay in the training room.)
- ✓ **Overhead #3 (Goal of Children and Youth Services)**
- ✓ **Overhead #4 (Law)**
- ✓ **Overhead #5 (Overview of the Pennsylvania Child Welfare Laws)**
- ✓ **Overhead #6 (Value of the Law to Child Welfare)**
- ✓ **Overhead #7 (Public Law 96-272: The Adoption Assistance and Child Welfare Act of 1980)**
- ✓ **Overhead #8 (ASFA: Public Law 105-89: The Adoption and Safe Families Act)**
- ✓ **Overhead #9 (The Child and Family Service Review Outcomes)**
- ✓ **Overhead #10 (Indian Child Welfare Act (ICWA) Public Law 95-608)**
- ✓ **Overhead #11 (Multi-Ethnic Placement Act [MEPA] / Interethnic Placement Act [IEP])**
- ✓ **Overhead #12 (Purposes of the CPSL)**
- ✓ **Overhead #13 (Purposes of the Juvenile Act)**
- ✓ **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)**
- ✓ **Handout #9 (Adoption and Safe Families Act Goals)**
- ✓ **Handout #10 (Name that Federal Law)**
- ✓ **Handout #11 (Name that Law – Regulation – State)**

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✓ **Handout #12 (Child and Family Service Review Outcomes)**

Outline of Presentation:

- Explain Pennsylvania's Child Welfare System/Federal Mandates;
- Facilitate activities to identify the laws/regulations using **Handouts #10 (Name that Law)** and **Handout #11 (Name that Law-Regulation-State)**.

Section II: The Pennsylvania Child Welfare System Key Legal and Regulatory Practice Guidelines

Step 1: (45 minutes) Lecture

Trainer Note: This section of the training provides critical foundation level information. Therefore, a large amount of explanation is required by the trainer. It is important that the explanation in this section is brief as trainees will be referred back to each law and regulation throughout the 120 hours of training as these laws apply to each phase of the casework process.

Throughout this step, the trainer should reference applicable sections of the **Reference Book for Charting the Course towards Permanency for Children in Pennsylvania**. Each section is tabbed and labeled with the content of that section. Begin the presentation by making two columns on a flip chart and labeling one column parent's rights and the other column children's rights. Ask participants to list some of each. Display **Overhead #3 (Goal of Children and Youth Services)**. Explain that this has been the challenge of child welfare throughout time; to balance the need for children to be protected, while at the same time preserving families and ensuring protection of parents' rights. Throughout this training (and your career as a Child Welfare Professional), you will need to consider this balance, while always putting children's safety at the forefront.

When we consider the authority of the State to intervene in the parent/child relationship, we look to the concept of unfitness. The child welfare agency, in essence, is the State's vehicle for intervention in family life. Unfitness means that something in the care of the child falls below acceptable standards. In legal terms, an unfit parent or caregiver is unsuitable, lacks the skills, or is not adapted for the particular service of caring for a child. Acceptable standards are simply standards that our community will accept because most child welfare legal mandates emanate from the state. The standards reflect what the people of America and Pennsylvania, through their legislators; have defined as acceptable or unacceptable care for children.

Summarize this by using **Overhead #3 (Goal of Children and Youth Services)** stating the goal of children and youth services is to ensure each child has a permanent, legally assured family that protects the child from abuse and neglect. (55 Pa. Code/Chapter 3130 [Administration of County Children and Youth Programs] 1987).

Explain that the Adoption and Safe Families Act of 1997 states that preservation of reasonable parenting is to be balanced with the goal for child safety, permanency, and well-being. Nothing in the act is "intended to disrupt the family unnecessarily or to intrude inappropriately into family life, to prohibit the use of reasonable methods of parental discipline, or to prescribe a particular method of parenting."

This delicate balance is a relatively new concept in law, as those laws, which date back to the first century, were based on a patriarchal society and granted the father all rights to children, including the right to sell or kill their children. Over time, women and children gained more rights. Today every attempt is made to protect the rights of both the mother and the father, while ensuring the safety of the child. These rights are clearly articulated in the laws and mandates that guide child welfare intervention today.

Using **Overhead #4 (Law)**: Explain to trainees the legal definition of Law as the legislative pronouncement of the rules, which should guide one's actions in society. Laws continually change with human experience, as the public conscience changes and views matters from a different viewpoint.

Some laws emanate from the federal level, such as the Adoption Assistance and Child Welfare Act of 1980 or the Adoption and Safe Families Act of 1997. Federal legislation often sets direction for the states. At times, there is money provided for following their rules.

Most of the laws that Child Welfare Professionals use are developed at the State level, as enacted by State legislators. Examples include the Child Protective Services Law, the Juvenile Act, and the Adoption Act, which provide the Pennsylvania framework for practice. Using **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)** and **Overhead #5 (Overview of the Pennsylvania Child Welfare Laws)**, describe the flow that guides our work, summarizing this information about the three levels:

Federal:

- Funding flows from the Federal government through the states to the counties;
- Legislators recommend Laws and Acts that are approved by the House, Senate, and ultimately the President.

State of Pennsylvania:

DPW/OCYF: The Department of Public Welfare, Office of Children, Youth and Families is responsible for interpreting state and federal child welfare mandates, developing and communicating policy and coordinating special initiatives with all child welfare service providers statewide. Their continuing role in the program is to ensure that training is directly linked to statewide initiatives and encourages best practice.

County:

- Pennsylvania is a Commonwealth comprised of sixty-seven unique and diverse counties that cover 44,817 square miles with approximately 12.2 million residents. It is the sixth largest state in terms of population. Philadelphia is the state's largest metropolitan area. (The five (5) counties that comprise the surrounding metropolitan region around Philadelphia include 31% of the total statewide population.) Allegheny County is the second largest metropolitan area, which includes Pittsburgh area suburbs. The large population and the large size of the state create the need for both

- flexibility and consideration of regional and other differences in the child welfare and juvenile justice systems. Pennsylvania has an increasingly diverse population with a steadily increasing Spanish speaking population.
- Pennsylvania's child welfare system is county-administered and state-supervised. Child welfare and juvenile justice services are organized, managed, and delivered by county Children and Youth agencies and county Juvenile Probation offices, respectively. Staffs in the county agencies and Juvenile Probation offices are county employees. The Office of Children Youth and Families (OCYF), Bureau of County Children and Youth Programs is the Pennsylvania State agency for child welfare and Title IV-E funded juvenile justice services.

Step 2: (5 minutes)

Large Group Discussion

Ask trainees to give some reasons they might need to know legal mandates as part of their job? Briefly review as large group discussion and write ideas on a flip chart.

Step 3: (20 minutes)

Lecture

Using **Overhead #6 (Value of the Law to Child Welfare)**, explain that Child Welfare Professionals need to know the law, and how it influences social work practice and administration because:

- ✓ The law governs the creation of public agencies.
- ✓ The legislature enacts statutes that allocate money to create and sustain programs.
- ✓ The laws and regulations establish requirements for publicly funded programs, client eligibility standards, and standards for social work behavior.

Using **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)** identify each law and provide a brief overview stating that trainees will be learning the details of each and how they are applied to their casework practice throughout the 120 hours of training. It is important for the overview to cover **ONLY** the content on the handout or the lecture will become too long.

Explain that one of the primary goals of child welfare intervention in Pennsylvania is:

- ✓ "To ensure each child a permanent, legally assured family, which protects the child from abuse and neglect." (55 Pa. Code/Chapter 3130 [Administration of County Children and Youth Programs] 1987).

This goal is balanced by the preservation of reasonable parenting as outlined in the Adoption and Safe Families Act of 1997. The Adoption and Safe Families Act states that nothing in the act is "intended to disrupt the family unnecessarily or to intrude

inappropriately into family life, to prohibit the use of reasonable methods of parental discipline, or to prescribe a particular method of parenting.” The balance of these two goals can be visually shown by drawing a scale on the flip chart.

Continue the lecture on federal mandates, using **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)** as appropriate and the overheads listed.

Using **Overhead #7 (Public Law 96-272: Adoption Assistance and Child Welfare Act of 1980)** discuss the following:

- Congress enacted PL 96-272, by amending the Social Security Act, to provide fiscal incentives to states to reduce the unnecessary placement of children in foster care and to ensure periodic review of the cases of children in placement.
- The amendments require that before a state may receive federal reimbursement for a child in foster care:
 1. A judge must in each case find that the state has made "reasonable efforts" to prevent placement of the child or to reunite the child with his or her family; and
 2. The state must develop a written case plan for the child; and
 3. The state must ensure that a court or administrative body reviews the case every six months with a full judicial review within 18 months of the child's placement. (Juvenile Law Center, 2000)

Using **Overhead #8 (ASFA: Public Law 105-89: The Adoption & Safe Families Act)**, and referring participants to **Handout #9 (Adoption and Safe Families Act Goals)** discuss the following:

- On November 19, 1997, President Clinton signed the Adoption and Safe Families Act of 1997, Public Law 105-89, which amends Title IV-B and Title IV-E of the Social Security Act. ASFA establishes unequivocally that the goals for children in the child welfare system are safety, permanency, and well-being. The law intends to make the child welfare system more responsive to the multiple, frequently complex, needs of children and their families. While affirming the need to forge linkages between the child welfare system, the courts, and other support systems for families, the law reaffirms the need to assure the safety and well-being of children and their families. The law provides renewed impetus for dismantling the barriers to permanence that exist for children in placement and iterates the need to achieve permanency for these children.
- ASFA embodies several key principles that must be considered in implementing the law:
 - The child's safety is the paramount concern. All decisions must be made based on the child's safety and well-being.
 - Substitute care is a temporary setting. It is not a place for children to grow

up. For children who cannot safely return home, the law provides for an expedited process to find these children permanent homes.

- Permanency planning for children begins as soon as the child enters substitute care. From the time a child enters placement, the county agency must be diligent in finding a permanent family for the child.
- After a child has been in placement 15 months out of 22 months, the agency is required to file a petition requesting termination of parental rights, in order to allow for a permanent living arrangement of the child, preferably adoption, if not returning home to live with parents.
- The practice of concurrent planning is encouraged by ASFA to facilitate the timely considerations of all permanency options for the child.
- Achieving permanency for children requires timely decisions from all parts of the child serving system.
- Innovative approaches are needed to produce change. The law envisions real change in the child welfare programs. (Commonwealth of Pennsylvania, 2001)

Using **Overhead #9 Child and Family Service Review Outcome** discuss how ASFA is operationalized through the Child and Family Service Reviews:

- The 1994 Amendments to the Social Security Act authorized the Department of Health and Human Services to review State child and family service programs in order to assure compliance with the State plan requirements in titles IV-B and IV-E of the Social Security Act. The reviews cover child protective services, foster care, adoption, family preservation, family support, and independent living. Reviews are designed to help states improve child welfare services and the outcomes for families and children by identifying strengths and needs within State programs, as well as areas where technical assistance can lead to program improvements.
- The reviews examine outcomes and systemic factors in each State's child and family service program. The reviews examine outcomes for children and families in three areas: safety, permanency, and child and family well-being in a timely manner. Within these three areas, seven outcomes are assessed through statewide data and reviews of cases, as follows:
 1. Children are, first and foremost, protected from abuse and neglect.
 2. Children are safely maintained in their homes whenever possible.
 3. Children have permanency and stability in their living conditions.
 4. The continuity of family relationships and connections is preserved for children.
 5. Families have enhanced capacity to provide for their children's needs.
 6. Children receive appropriate services to meet their educational needs.
 7. Children receive adequate services to meet their physical and mental health needs.

Using **Overhead #10 (Indian Child Welfare Act (ICWA) Public Law 95-608)**, discuss the following:

- In Public Law 95-608, Congress "declares that it is the policy of this Nation to protect the best interests of Indian children and to promote the stability and security of Indian tribes and families by the establishment of minimum Federal standards for the removal of Indian children from their families and the placement of such children in foster or adoptive homes which will reflect the unique values of Indian culture, and by providing for assistance to Indian tribes in the operation of child and family service programs."
- An Indian child means any unmarried person who is under the age of eighteen and is either (a) a member of an Indian tribe or (b) is eligible for membership in an Indian tribe and is the biological child of a member of an Indian tribe.

In an adoptive placement of an Indian child under State law, a preference shall be given, in the absence of good cause to the contrary, to a placement with (1) a member of the child's extended family; (2) other members of the Indian child's tribe; or (3) other Indian families. In any foster or preadoptive placement of an Indian child, a preference shall be given, in the absence of good cause to the contrary, to a placement with: (1) a member of the Indian child's extended family; (2) a foster home licensed, approved, or specified by the Indian child's tribe; (3) an Indian foster home licensed or approved by an authorized non-Indian licensing authority; or (4) an institution for children approved by an Indian tribe or operated by an Indian organization which has a program suitable to meet the Indian child's needs.

Using **Overhead #11 (Multiethnic Placement Act [MEPA]/Interethnic Placement Act [IEP])**, discuss the following:

- Congress passed the Multiethnic Placement Act in 1994 in an attempt to decrease the length of time that children wait to be adopted; to prevent discrimination in the placement of children based on race, color, or national origin and to facilitate the identification and recruitment of foster and adoptive parents who can meet children's needs. Congress further strengthened the enforcement of these anti-discrimination provisions when it passed the Interethnic Adoption Act (IEP) in 1996. The Act states that "...neither the State nor any other entity in the State that receives funds from the Federal Government and is involved in adoption or foster care may:
(A) deny to any person the opportunity to become an adoptive or a foster parent, on the basis of race, color, or national origin of the person, or of the child involved; or
(B) delay or deny the placement of a child for adoption or into foster care, on the basis of the race, color, or national origin of the adoptive or foster parent, or the child involved."

- An Administration for Children and Families Information Memorandum states that "Every child, especially one who is languishing in foster care deserves a loving family. Discriminating against these children, or the families that wish to foster or adopt them, on the basis of race, color, or national origin, is illegal. Equally important, however, is that such discrimination wrongly denies these vulnerable children the opportunity to enjoy the immeasurable benefits associated with being part of a loving family."
- It is important for the trainer to state this is not an all-inclusive list of federal mandates dictating practice in child welfare. The list highlights various federal mandates that guide practice in child welfare.

Discuss the following on the Foster Care Independence Act of 1999:

- In 1999, The Foster Care Independence Act of 1999 was passed and signed into law renaming it the "*John H. Chafee Foster Care Independence Program.*"
- The significant elements of the "*John H. Chafee Foster Care Independence Program*" include:
 - Doubles the Federal Title IV-E Independent Living Program funding nationwide to \$140 million.
 - States are required to serve youth up to age 21 and can now use up to 30% of IL funds for room and board for those youth ages 18-21 who have left foster care after age 18.
 - Optional Medicaid insurance for youth 18-21 who have left foster care.
 - Increases youth's savings account limit from \$1,000 to \$10,000 so that youth in foster care can save and still be eligible for Title IV-E foster care payments.
 - Clarifies that IL activities should not be seen as an alternative to adoption for children, and should occur concurrently with efforts to find adoptive families.
 - Requires Health and Human Services, in conjunction with state/local officials and experts, to develop and assess outcome measures to assess state performance.
 - Requires states to use Title IV-E training funds to train adoptive/foster care parents, workers in group homes, and case managers to help them address issues confronting adolescents preparing for independent living.
 - Authorizes additional funds for adoption incentive payments to states that increased the number of children adopted from foster care.
 - Includes a focus on prevention activities and services for youth.
 - Stresses the importance of youth's personal responsibility for preparing for and then making the transition from adolescence to adulthood.

Step 4: (20 minutes)

Small Group Activity or Individual Activity

Review the above section by using **Handout #10 (Name that Federal Law)**. Ask trainees to work in small groups (or individually), direct trainees to name the law, (or laws), and its applicability to each of the situations described on the Handout. (If time is

short, review this as a large group.) Give each table 10 minutes to complete the handout.

In a large group format, discuss participant's answers. Refer to previous handouts and overheads as needed throughout the discussion. Below are the correct answers to the questions on the handout.

1. A child has been in foster care for 15 out of the last 22 months. The parents seem unwilling to make efforts toward reunification. The mother has an addiction for which she continues to refuse treatment.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act**
 - c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act

2. Mandates that "reasonable efforts" must be made prior to the removal of a child from the home.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act
 - c. Adoption Assistance and Child Welfare Act of 1980**
 - d. Multiethnic Placement Act/ Interethnic Placement Act

3. Identifies that the goals for children in the child welfare system are safety, permanency, and well-being.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act**
 - c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act

4. Protects the best interests of Native American children.
 - a. Indian Child Welfare Act**
 - b. Adoption and Safe Families Act
 - c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act

5. Identifies that achieving permanency for children involves making timely decisions.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act**
 - c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act

6. Attempts to prevent discrimination in the placement of children based on race, color, or national origin.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act**

- c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act**
7. Mandates that a written case plan must be made for all families that are receiving child welfare intervention.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act
 - c. Adoption Assistance and Child Welfare Act of 1980**
 - d. Multiethnic Placement Act/ Interethnic Placement Act
 8. The Act states that "...neither the State nor any other entity in the State that receives funds from the Federal Government and is involved in adoption or foster care may--(A) deny to any person the opportunity to become an adoptive or a foster parent, on the basis of race, color, or national origin of the person, or of the child involved.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act
 - c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act**
 9. Key principle is that a "child's safety is of paramount concern."
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act**
 - c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act
 10. States that permanency planning for children begins as soon as the child enters substitute care. From the time a child enters placement, the county agency must be diligent in finding a permanent family for the child.
 - a. Indian Child Welfare Act
 - b. Adoption and Safe Families Act**
 - c. Adoption Assistance and Child Welfare Act of 1980
 - d. Multiethnic Placement Act/ Interethnic Placement Act

Trainer Note: Ask participants for a show of hands as to how many participants got all 10 answers correct. Then ask participants how many got 9 correct, 8 correct, 7 correct, etc. Finally, ask participants how many got less than 6 answers correct. If any participants got less than 6 answers correct, suggest that they review the materials contained in **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)**.

Step 5: (20 minutes)
Lecture

Emphasize that this is a brief overview of the laws and regulations and that they will be discussed in more detail throughout Charting the Course.

Using **Overhead #12 (Purposes of the CPSL)**, and **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)** discuss the following:

- First enacted in 1975, the CPSL notes that abused children are in urgent need of an effective child protective service to prevent them from suffering further injury and impairment. It notes several purposes:
 - establish in each county protective services for the purpose of investigating, and reporting swiftly and competently;
 - provide protection for children from further abuse;
 - provide rehabilitative services for children and parents to:
 - ensure the child's well-being, and
 - preserve, stabilize, and protect the integrity of family life whenever appropriate or to provide another alternative permanent family, when the unity of the family cannot be maintained.
 - encourage more complete reporting of suspected child abuse;
 - involve law enforcement agencies in responding to child abuse;
 - defines child abuse and names the types of abuse, with their definitions: including sexual, physical, neglect, imminent risk, student abuse, etc.
 - establish procedures to assess risk of harm to a child in order to:
 - respond adequately to meet the needs of the family and child who may be at risk, and
 - prioritize the response and services to children most at risk.

Using **Overhead #13 (Purposes of the Juvenile Act)**, discuss the following:

- This act was first enacted in 1972 and sets out five purposes:
 - Preserve the unity of the family whenever possible or to provide another permanent family, when the unity of the family cannot be maintained.
 - To provide for the care, protection, safety and wholesome mental and physical development of children coming within its provisions.
 - Consistent with the protection of the public interest, to provide for children committing delinquent acts, programs of supervision, care and rehabilitation which provide balanced attention to the protection of the community, the imposition of accountability for offenses committed, and the development of competencies to enable children to become responsible and productive members of the community.
 - Achieve these purposes in a family environment whenever possible, separating the child from parents only when necessary for his/her welfare, safety or health, or in the interests of public safety.
 - Provide a means through which the Act's provisions are executed and enforced, and in which the parties are assured a fair hearing and their constitutional and other legal rights are recognized and enforced.

Discuss the following about Protection from Abuse Act (23. Pa. Chapter 1900) 2006

- Where the Juvenile Act and CPSL involve state action to specifically protect children, the Protection from Abuse Act permits a family or household member to obtain a court order to protect a child or family or other household member who is the victim of abuse. Under this Act, the court has wide-ranging powers of relief, including ordering the abusive family member out of the house for up to three years. A petitioner need only show by preponderance of the evidence that the child was abused.

Discuss the following on the Pennsylvania Adoption Act:

- This act details proceedings for voluntary relinquishment, involuntary termination, and adoption. It details mechanisms to provide a new permanent, legal family for children whose birth parents are unable or unwilling to fulfill this responsibility. Before a child can be adopted, the relationship between the child and his/her parents must be legally severed permanently. This can be accomplished voluntarily or involuntarily. When it is done, the child is “legally free” for adoption. Finalization of an adoption then creates a new parent/child relationship. The adoptive parents and child assume rights and duties equivalent to those of birth parents and a child.

Discuss the Pennsylvania Adoption Opportunities Act of 1974 using the following:

- The purpose of this law is to promote placement of children who are physically and/or mentally handicapped, emotionally disturbed, or difficult to place by virtue of their age, sibling relationship, or ethnicity. Under this law, adopting families may apply for financial assistance on behalf of children with special needs.

Discuss the Newborn Protection Act: 2002

- Pennsylvania’s Newborn Protection Act offers a safe haven for the mother or father of any newborn (less than 28 days old) who is unable to care for their child and wishes to turn that child over to the hospital.
 - There is no criminal liability for the parent so long as the child is not a victim of child abuse, neglect, or criminal conduct and the parents express, either orally or through conduct, the intent to have the hospital accept the newborn;
 - The parent is not required to give his/her name, identification or any information about why she/he is turning over the child. Parents have the option to give a medical history, if they choose.

Discuss Regulations using the following information:

- Regulations are rules for controlling governmental bodies’ behavior. The regulations are issued by administrative agencies, such as the Department of Public Welfare. They bind each county in its administration and provision of services and describe implementation of legal requirements. They are the nitty

gritty workings of the law that elaborate upon implementing the law on a daily basis. Regulations relating to child welfare practice include:

- 55 Pa. Code Chapter 3130 – Administration of County Children and Youth Social Service Programs
- 55 Pa. Code Chapter 3350 – Adoption Services
- 55 Pa. Code Chapter 3490 – Child Protective Services – Child Abuse
- 55 Pa. Code Chapter 3700 – Foster Family Care Agency

Discuss Bulletins:

- Issued by administrative and regulatory agencies, such as the Department of Public Welfare, Bulletins implement legal requirements. They present statements of policy and guidelines, which are used, for the most part, until regulations are published as final rulemaking or explain regulatory requirements in more detail.

State this is not an all-inclusive list of mandates dictating practice in child welfare. The list merely highlights mandates that guide practice in child welfare. Remind trainees that throughout the 120 hours of training, they will be using their copies of the regulations to apply them to the various phases of child welfare intervention.

Step 6: (15 minutes)

Individual or Large Group Activity

Review the above section by using the **Handout #11 (Name that Law-Regulation-State)**. Ask trainees to work in small groups (or individually), direct trainees to name the law, or laws, and its/their applicability to each of the situations described on the Handout. (If time is short, review this as a large group.) Give each table 10 minutes to complete the handout.

In a large group format, discuss participants' answers. Use **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)**, to assist you in the discussion. Below are the answers from **Handout #11 (Name that Law – Regulation – State)**.

1. What law permits a family or household member to obtain a court order to protect a child or family or other household member who is the victim of abuse.
 - a. The Child Protective Services Law (CPSL)
 - b. The Juvenile Act:
 - c. **Protection from Abuse Act (23 Pa. C.S.A 610/611)**
 - d. Regulations

2. One of its purposes is that a child is only removed from its family environment when it is necessary for his/her welfare.
 - a. **The Juvenile Act**
 - b. Protection from Abuse Act (23 Pa. C.S.A 610/611)
 - c. Pennsylvania Adoption Act

- d. Bulletins
3. Establishes in each county protective services for the purpose of investigating report swiftly and competently.
 - a. **The Child Protective Services Law (CPSL)**
 - b. The Juvenile Act:
 - c. Pennsylvania Adoption Act
 - d. Regulations
 4. Involved law enforcement agencies in responding to child abuse.
 - a. **The Child Protective Services Law (CPSL)**
 - b. The Juvenile Act:
 - c. Protection from Abuse Act (23 Pa. C.S.A 610/611)
 - d. Pennsylvania Adoption Act
 5. Implement legal requirements. They present statements of policy and guidelines.
 - a. The Juvenile Act:
 - b. Protection from Abuse Act (23 Pa. C.S.A 610/611)
 - c. Regulations
 - d. **Bulletins**
 6. Services must provide for the care, protection, safety, and wholesome mental and physical development of children coming within its provisions.
 - a. The Child Protective Services Law (CPSL)
 - b. **The Juvenile Act**
 - c. Protection from Abuse Act (23 Pa. C.S.A 610/611)
 - d. Pennsylvania Adoption Act
 7. These elaborate on how an agency is to implement the laws on a day-to-day basis.
 - a. The Child Protective Services Law (CPSL)
 - b. Pennsylvania Adoption Act
 - c. **Regulations**
 - d. Bulletins
 8. Establishes procedures to assess risk of harm to a child in order to: respond adequately to meet the needs of the family and child who may be at risk, and establish procedures to assess risk of harm to a child.
 - a. **The Child Protective Services Law (CPSL)**
 - b. The Juvenile Act
 - c. Protection from Abuse Act (23 Pa. C.S.A 610/611)
 - d. Regulations
 9. Provides the definition of physical abuse, sexual abuse, emotional abuse, neglect, and imminent risk.
 - a. **The Child Protective Services Law (CPSL)**

- b. The Juvenile Act:
- c. Protection from Abuse Act (23 Pa. C.S.A 610/611)
- d. Pennsylvania Adoption Act

10. Details proceedings for voluntary relinquishment, involuntary termination, and adoption.

- a. The Juvenile Act
- b. Protection from Abuse Act (23 Pa. C.S.A 610/611)
- c. Pennsylvania Adoption Act**
- d. Bulletins

Trainer Note: Ask participants for a show of hands as to how many participants got all 10 answers correct. Then ask participants how many got 9 correct, 8 correct, 7 correct, etc. Finally, ask participants how many got less than 6 answers correct. If any participants got less than 6 answers correct, suggest that they review the materials contained in **Handout #8 (Legal Guidelines and Mandates for Child Welfare Intervention in Pennsylvania)**.

Step 7: (15 minutes)
Small Group Activity, Lecture

Ask trainees to work in small groups at their table and make a list of what they think are the key things a child needs. Give each table 5 to 10 minutes to complete this task.

Upon completion, have each table post their answers on the wall and have each group report out. As the answers are shared by each group, provide supplemental material as needed from this section to reinforce the purpose of the laws and the goals of child welfare intervention.

After all the lists have been read, note that the trainees' answers generally fall into three categories: Safety, Permanency, and Well-Being, along with the timeliness required.

Ask trainees if they recognize what act contains these three categories. (ASFA)

Ask trainees what other component of the act is critical to these three categories? Timeliness. Using **Overhead #8 (ASFA: Public Law 105-89: The Adoption and Safe Families Act)**, and **Handout #9 (Adoption and Safe Families Act Goals)**, explain to trainees that these four factors; safety, well-being, permanency, and timeliness will guide all of their work with families. They provide direction for our work; hence, the compass metaphor.

Explain each category, connecting each to the responses trainees listed on the flip charts during the previous activity. By doing this, you are guiding the trainees to connect the words: safety, permanency, and well-being to children and their needs.

Use this information to guide the content of your discussion of safety, permanency, well-being, and timeliness:

- **Safety**
 - Common sense and the law dictate the concern for child safety. The primary reason Child Welfare came into being was to protect children from future harm and to lessen the effects of harm that has already happened. Children who are hurt due to maltreatment not only suffer immediate physical and/or mental injury; they are at risk for future developmental difficulties—physically, socially, mentally, and emotionally. For example, children who are fearful or neglected, or whose minds are occupied with self-protection, may not be able to concentrate on normal developmental tasks, such as exploring, playing alone and with others, or attempting to gain mastery in fine motor control and problem solving. They may be impeded in the process of socialization, such as sharing and impulse control (e.g., using their words instead of their fists to solve problems and get their needs met). Thus, the goal of safety is important for children immediately and in the future.

- **Permanency**
 - Federal law since 1980 (PL 96-272, The Adoption Assistance and Child Welfare Act, and the 1997 Adoption and Safe Families Act) has set mandates for how long children can be in temporary out-of-home care before a permanent living and custody arrangement is achieved. Prior to this law, many children in the Child Welfare system grew up in out-of-home care and were neither returned home nor adopted. Child Welfare research found that many of these children did not live in just one or two homes; it was not uncommon for children to go through multiple homes, often five, ten, or even more by the time, they reached age 18.
 - Ever since the seminal work by John Bowlby (who wrote books on attachment, separation, and loss in the 1950s and 60s) and other child development specialists, we have known that human beings grow best when they attach to one or more caregivers who are stable in their lives over time. Frequent change of caregivers can lead to attachment difficulties, which in turn can inhibit a child's ability to move successfully through the child/adolescent developmental stages. Often this leads to negative consequences in their adult lives in areas such as relationships and problem solving.
 - Thus, Child Welfare supports “permanent living arrangement” as a major goal for every child who has been removed from his/her family.

- **Timeliness**
 - What does timeliness mean in the context of Child Welfare and why is it so important? During training, we will review “time” as seen from a child's point of view vs. an adult's point of view. Consider time from a child's perspective as you make decisions on your cases.
 - Timeliness pertains to many interventions, decisions, and actions on behalf of a child who has been removed from home. Since 1980, Federal Child Welfare laws have mandated quicker action by the courts and Child Welfare in

reviews of children’s cases, and maximum time limits for children being in a non-permanent living situation, like foster care. These time frames were shortened by the 1997 federal ASFA legislation, and Pennsylvania statute conforms to this. The reason for the emphasis on time frames is that, before these legal mandates, children often stayed in foster care for long periods of time before any action was taken to find a permanent home. Many children simply “aged out” of foster care at 18. Often, adults involved in the case (e.g., Child Welfare Professionals and judges) would find that many months and eventually years, had gone by before actions were taken. To a child, even a month can seem like a very long time. Consider that 6 months to a 5-year-old, is one-tenth of her lifetime. What would 10% of your life be?

Timeliness (and the legal mandate for deadlines) prevents children from remaining in out-of-home care without specific actions to find permanent living arrangements. Timelines are now set by ASFA, and we will cover these in more detail later in the course of the training.

- Well-Being
 - Well-being of children and their families— their health and mental health, and their ability to function in areas such as social relationships, school, and work. Why is this part of the mission of Child Welfare?
 - Both safety and permanence are much more likely to be achieved and maintained if well-being is also stressed. For example, a child whose health care is maintained is less likely to fall behind in school, which often is a source of stress for both the child and the parent and can become a risk factor for punishment. Untreated mental health issues may make it harder for a parent or out-of-home care provider to cope with a child, and thus impede permanency.
- Quality Services
 - This point of the compass challenges us to always be mindful of the “quality” of services we provide or arrange for the families on our caseloads. Often government services are the brunt of jokes about mediocrity. “Close enough for government work” is one phrase that is often used, equating public services with less than high quality. Since the writings of Tom Peters and others in the late 1980s about excellence, the business world has emphasized excellence and quality as hallmarks.
 - The goal of the Child and Family Services Review process is to assure that we, who serve the public, achieve the outcomes and results of our mission. When the sun sets in the west each day, we need to review our work to determine if the hallmarks of excellence and quality are reflected in the outcomes, we have achieved for the children and families.

Step 8: (5 minutes)

Lecture

Explain to trainees that as part of ASFA the Federal Government developed a review process that would be used with each state to ensure that child welfare intervention services were meeting the goals of ASFA. This became the Child and Family Services Review (CFSR). Using **Handout #12 (Child and Family Service Review Outcomes)** review the CFSR outcomes stating that these will be the outcomes that all our intervention services are meant to achieve.

Explain to trainees that CFSR evaluates the outcomes resulting from their intervention. The Pennsylvania Practice Standards define the standards of intervention at the direct service, supervisory, and agency administration levels, along with guidelines for working to achieve the outcomes through community services and private providers.

Explain that the Pennsylvania Standards for Child Welfare Practice book was distributed in 2000. It is designed to improve child welfare services provided to children and families in Pennsylvania by:

- Providing guidance to the child welfare system to achieve safety, permanency, and well-being for children and families
- Providing a method of establishing benchmarks or measures for optimal results
- Focusing on family centered, child focused, strengths based perspective to guide Child Welfare staff in providing services
- Organizes the standards around casework practices
- Is a continuum of standards that flows from assessment, service planning, service delivery and implementation, and monitoring and evaluation

Step 9: (30 minutes)

Small Group Discussion, Large Group Discussion

Explain to trainees that they are now going to do an activity that will help them to understand how incorporating the Pennsylvania Practice Standards into their practice will help them achieve the ASFA outcomes of safety, permanency, and well-being in a timely-manner. Illustrate by relating this example:

“Think about when you purchase a new automobile. If you follow the instructions for vehicle maintenance-for example lubrication, tune-up schedule, etc., per the owner’s manual, your car is more likely to function, trouble free. In a very similar respect, by following the PA Standards as guidelines to practice, you will more likely achieve the ASFA outcomes. That’s why we’re all here!”

Introduce the Pennsylvania Standards for Child Welfare Practice using the **Reference Book for Charting the Course towards Permanency for Children in Pennsylvania**. Explain to the trainees this will be their working copy for the classroom. These are also on the CD that was distributed earlier.

Trainer Note: Before beginning this activity, it is crucial that the trainees become familiar with the Pennsylvania Standards for Child Welfare Practice. Trainees should follow along and go to the 1st page 12 in Pennsylvania Standards for Child Welfare Practice (before the tabbed sections) and review the numbered sections with the trainees (1-9). Tell participants that the Roman numeral, ex. I Assessment, denotes the **stage of the casework process** to be evaluated. The **task** to accomplish the desired outcome is explained by #2, #3 denotes the ASFA goal to be accomplished. After going through the number 1-9, bring the trainees attention to the tabs numbered with Roman numerals. Explain that these tabs are sections of the Pennsylvania Standards for Child Welfare Practice that address each phase of the casework process throughout the life of a case and are designed to help the caseworker meet the ASFA goals of safety, permanency, and well-being. Note that each tabbed section begins anew with page 1.

Trainer Note: Using **Handout #12 (Child and Family Service Review Outcomes)**, review page 1 of the handout by explaining that these are the mission critical outcomes required by ASFA. Explain that Outcomes with an S (1 & 2) refer to safety, outcomes with a P (1 & 2) refer to permanency, and outcome WB (1, 2, & 3) refers to well being.

Ask trainees who has had experience with the following casework functions:

- ✓ Screening
- ✓ Investigation
- ✓ In-home Services
- ✓ Placement-Foster Care
- ✓ Placement-Adoption

Divide the participants into groups by their respective experience. If any of the groups are less than 3 people, move other participant around so that the groups are somewhat equal in number. Using **Handout #12 (Child and Family Service Review Outcomes)**, and the Pennsylvania Standards for Child Welfare Practice, assign each group one outcome and one standard as follows:

Trainer Note: the assigned outcomes and standards for each group are listed on **Handout #12 (Child and Family Service Review Outcomes)**, page 2. If there is confusion, the trainer should demonstrate the activity by doing (1) with the large group and assign number (2) through (5) to the small groups.

Group	Assigned Outcome	Assigned Standard	Page
(1) Screening	S-1	I.A	1
(2) Investigation	S-2	I.C	5
(3) In-home Services	WB-1	I.F	11
(4) Placement-Foster Care	P-2	III.K	21
(5) Placement-Adoption	WB-3	III.H	15

Ask the groups to read their assigned outcome and standard and answer question 1 below. The other questions should be answered by the assigned numbers.

All participants: Q1: How does this standard help to achieve your assigned outcome?

Group 1: Q2: What knowledge and value base do the members of your group already have in place to achieve this standard and outcome? (Strengths)

Group 2: Q3: What knowledge and values do the members of your group need to change/tweak in order to achieve this standard and outcome?

Group 3: Q4: Tell how you use one of these benchmarks to measure your own accomplishment of the standard.

Group 4: Q5: Tell what strategy (in section 2) you might use to improve your work in this area.

Group 5: Q6: Tell what strategy (in section 4) your agency is currently using to improve the agency's work in this area. If you don't know what strategy is currently in place for your agency, which one seems to make the most sense to you based on what you do know?

Give each group 5-7 minutes to answer their questions. When time is up, discuss the questions in a large group discussion forum for about 10-12 minutes.

Trainer Note: If there are more than 20 people in your training group, arbitrarily assign outcomes and standards and question for the additional group(s).

Step 10: (5 minutes)
Lecture

Close this topic by stating that the laws/regulations and the Pennsylvania Standards will guide their work and interventions. Laws, regulations, and standards are the foundations to which they must refer when making all casework decisions. Laws, regulations, and standards define their role as they provide casework services.

Module 1: Introduction to Pennsylvania's Child Welfare System

Section III: Introduction to Casework Intervention

Estimated Length of Time:

15 minutes

Learning Objectives:

Participants will be able to:

- ✓ Recognize the need for collaboration in providing quality Child Welfare services in Pennsylvania

Methods of Presentation:

Lecture, small group exercise, large group discussion

Materials Needed:

- ✓ **Appendix #1 (Puzzle pieces)**

Outline of Presentation:

- NOTE: Trainer should complete preparation work outlined below prior to beginning the training day;
- Divide the class into groups and complete the small group activity;
- Discuss the implications of the activity with participants.

Section III: Introduction to Casework Intervention

Trainer Note: Prior to the training session, prepare the **Appendix #1 (Puzzle Pieces)** by placing each puzzle in a separate mailing envelope. One puzzle shows a family involved in an activity, another shows a community service group such as the Salvation Army or the Red Cross, a third shows puzzle pieces being put together, a fourth shows a symbol of strength, such as barbells or weight-lifting, and a fifth shows arrows moving in a circle. After the puzzle pieces are placed in the envelopes, exchange one piece from each envelope for another piece in another envelope. This creates the situation of a group trying to assemble their puzzle and discovering that one piece does not fit or they are missing one piece and need to look outside their own resources to complete the task. You can also retain one piece from one or more of the envelopes, which creates the need for the group to seek outside resources from the “expert” to solve the puzzle.

Step 1: (15 minutes)

Lecture, Small Group Activity, Large Group Discussion

Divide the class into five small groups. Exact numbers in each group are not required for this activity. Use the following sequence to facilitate the activity:

- Distribute **Appendix #1 (Puzzle Pieces)** and explain that the envelopes contain puzzle pieces and that the groups will be timed to see who can assemble their puzzle the quickest. The groups will be instructed NOT to talk during the activity but to communicate by gestures. The signal that they are completed will be that all are sitting quietly in their seats at their table with the puzzle completed in front of them.
- Signal for the activity to begin and note the time. When the first group indicates that they have completed the activity, call time, and ask that the other groups stop their solution finding.
- Ask for observations from the trainees about the activity and note the comments on a flipchart or simply make sure that everyone hears the comments offered by the trainees.
- Ask the groups to describe their pictures and identify what they think this has to do with child welfare casework. The keys are as follows:
 - ✓ Family: Child Welfare Professionals build partnership relationships with families (including the effort to engage fathers and provide permanent families for all children);
 - ✓ Different types of families: Child Welfare Professionals work with all types of families;
 - ✓ Community agency: Child Welfare Professionals partner with other helpers in the community on behalf of children and families;
 - ✓ Puzzle Pieces: Child Welfare Professionals use solution-finding instead of problem focus;
 - ✓ Weight-lifting: Child Welfare Professionals use strengths to offset risks and to build protective partnerships; and

- Other pertinent observations might include:
 - ✓ The need to go outside the immediate group to solve the puzzle represents the family's need for outside intervention.
 - ✓ The need to get a piece from the trainer signifies the need to seek resources and information from experts, or our supervisors.
 - ✓ The sense of hurrying to get the job done parallels our rush and press in child welfare.
 - ✓ The need to work together with others to accomplish the goal is like working with families and community providers.
 - ✓ The need to use a variety of communication strategies that we might not initially be comfortable with signifies how we need to work in different types of situations with different types of people; the critical need for multi-lingual staff, etc.

Tell the class that each of these concepts is part of child welfare casework and will be more fully developed in coming modules. Close by asking if there are any questions and answering them.

Trainer Note: please make sure that all of the puzzle pieces are returned to the correct envelope so that each envelope has a complete puzzle in it.

Module 1: Introduction to Pennsylvania's Child Welfare System

Section IV: Transferring Skills to Practice

Estimated Length of Time:

30 minutes

Learning Objectives:

Participants will be able to:

- ✓ Complete a self assessment and a plan for the successful transfer of learning to the workplace.

Methods of Presentation:

Individual activity, Lecture

Materials Needed:

- ✓ Blank Flip chart pads
- ✓ Colored markers
- ✓ **Handout #13 (Self Assessment for Module #1)**
- ✓ **Handout #14 (Transfer of Learning Activities for Module 1)**
- ✓ Trainer evaluation forms

Outline of Presentation:

- Participants complete self-assessments and transfer of learning plans, using **Handout #13 (Self-Assessment for Module #1)** and **Handout #14 (Transfer of Learning Activities for Module 1)**;
- Participants complete evaluation forms.

Section IV: Transferring Skills to Practice

Trainer Note: This is a critical section and will need the entire 30 minutes assigned. Tell participants to save all of their Self Assessment handouts as they will be asked to bring them back to Module 15 in order to design an individual professional development plan.

Step 1: (30 minutes)

Lecture, individual Activity

Advise the group that they have reached the stage of the training where they are invited to develop a transfer of learning plan to implement upon return to their agencies. The plan is key to transferring what they learned to their work behavior.

Using **Handout #13 (Self-Assessment for Module #1)**, review the objectives of the training day. Note these are the same as the self-assessment knowledge and skill categories.

Refer trainees to **Handout #14 (Transfer of Learning Activities for Module 1)**, instructing each trainee to complete the Self-Assessment and Transfer of Learning Plan. Inform the trainees that it is important that they accurately assess their ability. It is not expected that they have mastered all the areas of training. It is through their recognition of a need to continue to grow that they can take the steps necessary to do so. For each item, ask the trainees to list who will do what, by when. They should not be limited by the numbers proposed and should feel free to list additional items if they choose. Ask the trainees to individually complete their plans.

As they are completing the plan, the trainer can offer to assist them in identifying their next steps, if any trainees are having difficulty.

When trainees have completed their plans, conclude the activity by asking several volunteers to each share an action they will take to transfer their learning.

If this is a cohort, using **Handout #14 (Transfer of Learning Activities for Module 1)** remind trainees of their next day of training and their required pre-training responsibilities.

Ask trainees to complete the Training Program evaluation, encouraging them to include written comments in addition to the feedback scores. Tell them that the comments are usually the most useful information for us in improving the curriculum and presentation.

As time allows, close the training by asking several trainees to share something that they learned during this session. To frame this discussion, you might want to write these words on a flipchart:

- Surprise
- Question
- Change

Ask trainees to identify and share:

- Something that “surprised” me during this learning
- Something I still have questions about
- Something that changed my thinking or how I will practice in my work with families.

Dismiss the group with thanks for their participation, offering any pertinent observations about the time together or reflecting on any memorable events during the session.

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